

Integrating Positive Behavior Support and Outcomes Data Into A School-Based Mental Health Program

The Bitterroot Valley Education Cooperative's Comprehensive School and Community Treatment Program (CSCT) & The Montana Behavior Initiative (MBI)

Overview

- Description of agency and school based mental health program
- Role and relationship of school-wide positive behavior support (MBI) and our school-based mental health program
- Practices of our school based mental health program
- Using and managing data
- Challenges and Struggles
- Q&A / Conclusion

Bitterroot Valley Education Cooperative

- Special Education Co-op (Since 1980s)
 - Provide services to 6 “rural” school districts in Montana
 - Specialists, administrative support, training
- Licensed Mental Health Agency (Since 1998)
 - 8 teams Provide school-based mental health services (CSCT) to 5 districts
 - CSCT team consist of a licensed therapist and a behavior consultant working full time in 1-2 schools

*Also provide training, coaching and support with school-wide
Positive behavior support through the MBI*

Features of BVEC CSCT Program

- Focus on team approach to treatment and intervention
- Emphasis on **integration** of mental health services into actual environments (school, family and community)
- Strong emphasis on proactive evidence based practices
 - Cognitive behavioral therapy approaches
 - FBA and positive (non-aversive) behavior support
 - Skill instruction and development
 - Data and outcomes based decision making

Funding for CSCT?

- Billing - we bill for direct services
 - Medicaid
 - CHIP
 - Private Insurance
 - Sliding Fee
- Grants
- School match (Office space, supplies, technology)
- Very limited special education funds

The Montana Behavior Initiative (MBI)

- Montana's School-wide positive behavior support initiative
- Over 400 participating schools
- Over 1500 attended annual MBI Summer Institute in last 2 years
- Affiliated with the PBIS national center
- Help Montana Schools develop and use **systems, practices and data** to implement the research based practices of positive behavior support at a school-wide level
- Blueprint, training, tools and on-going support

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

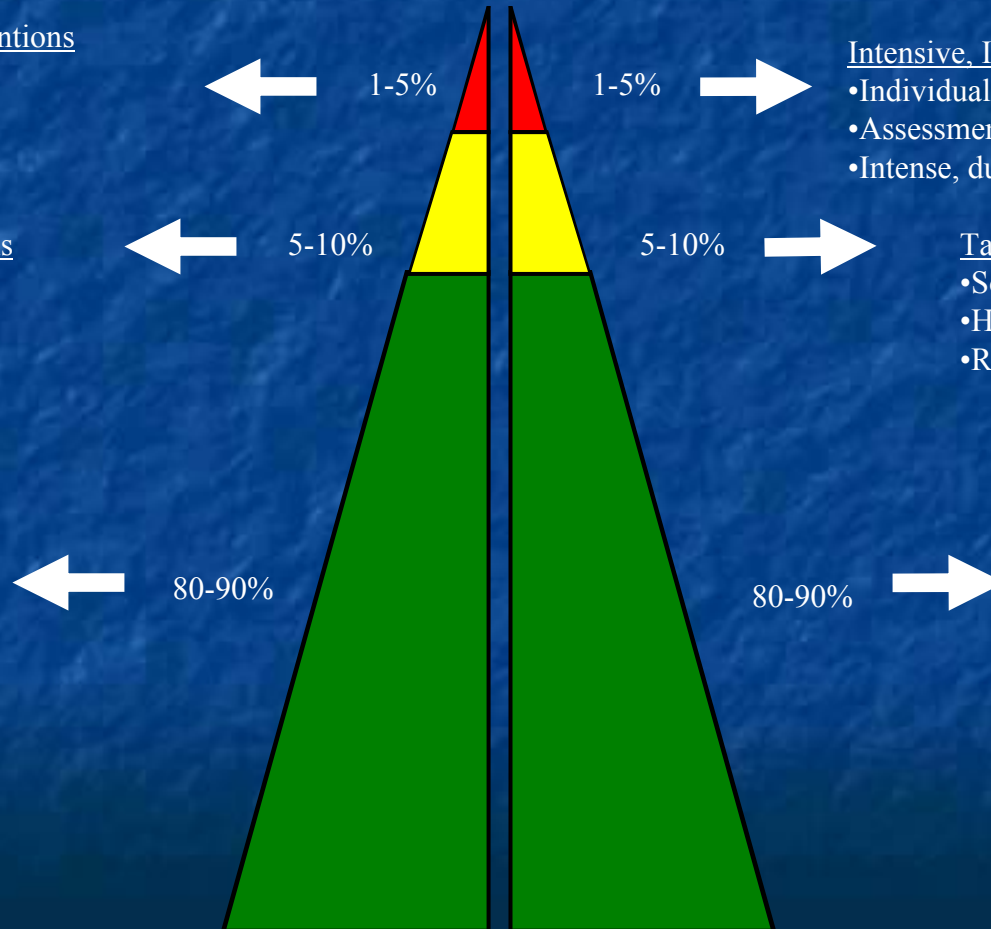
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“BIG IDEAS” OF MBI

- Research indicates that schools make greater academic gains when they build a school-wide positive social culture.
- MBI is a process to organize staff and students to create a high likelihood of using effective practices to create a positive social culture.

MBI helps create:

- A Common Vision/Beliefs
- A Common Language
- A Common Experience

Science of behavior has taught us that students....

- Are **NOT** born with “bad behaviors”
 - Do **NOT** learn new skills when presented contingent aversive consequences
-Do learn better ways of behaving by
being **taught directly & receiving
positive feedback**
-consider function

DISCIPLINE STRATEGIES USED MOST OFTEN ARE AMONG ONES THAT **DON'T WORK:**

- Reviews of over 500 studies indicates that these are among the **least effective responses** to school behavior problems
 - Punishment
 - Exclusion
 - Talk therapy as an isolated intervention

(Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999)

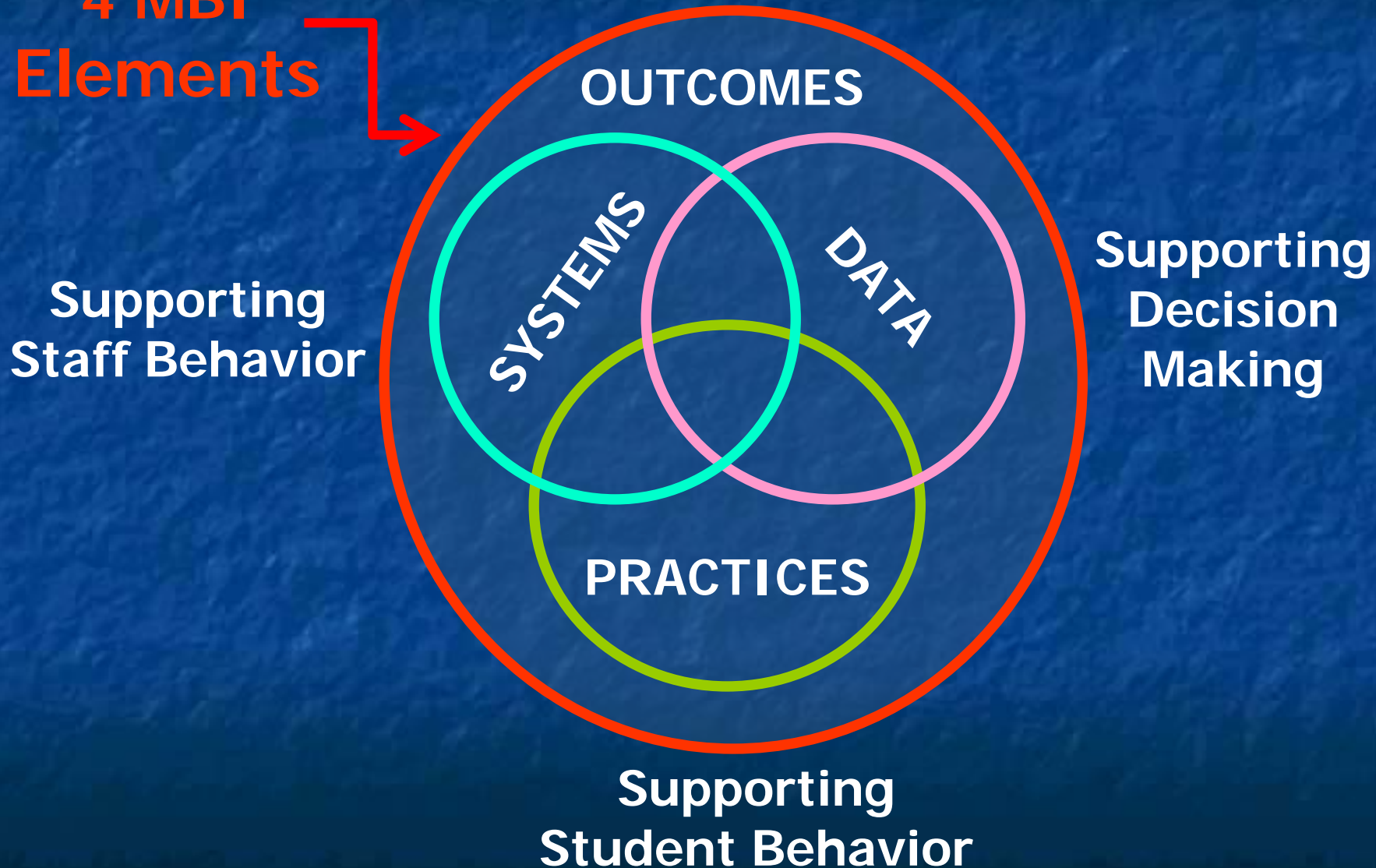
Effective Practices Include ...

- Academic restructuring
 - Define, teach, remind, recognize (reinforce), re-teach (correct) - Academic success for all
- Social Skills Instruction
- Positive behavior strategies
 - Function-based behavioral intervention

(Elliot, Hamburg, & Williams, 1998; Gottfredson, 1997; Lipsey, 1991, 1992; Tolan & Guerra, 1994):

Supporting Social Competence & Academic Achievement

4 MBI
Elements



5 School-wide **Practices** of MBI

- **Define** 3-5 Simple School-wide Expectations
- **Teach** Direct Instruction of expectations (teach to's, lesson plans, etc.)
- **Remind** Clear In-the-Moment Reminders
- **Celebrate**
 - Daily recognition – Gotcha's
 - Weekly/quarterly grade-level/whole school celebrations
- **Re-teach**
 - Classroom procedure for minor problem behaviors.
 - Office Discipline Referral for major problem behaviors



Implementation Areas

- **UNIVERSAL SCHOOL-WIDE**
Affects **ALL** students, **ALL** staff, and **ALL** settings
- **UNIVERSAL CLASSROOM**
Instructional settings which involve most staff and students



Implementation Areas

■ TARGETED GROUPS

Support systems to address the needs of students who do not meet school-wide expectations in one or more settings.

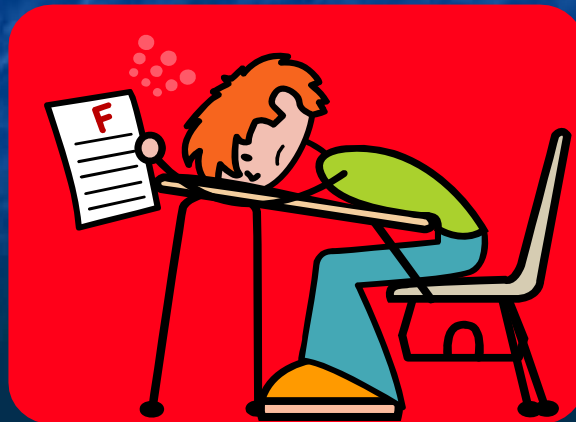




Implementation Areas

■ **INDIVIDUAL STUDENT**

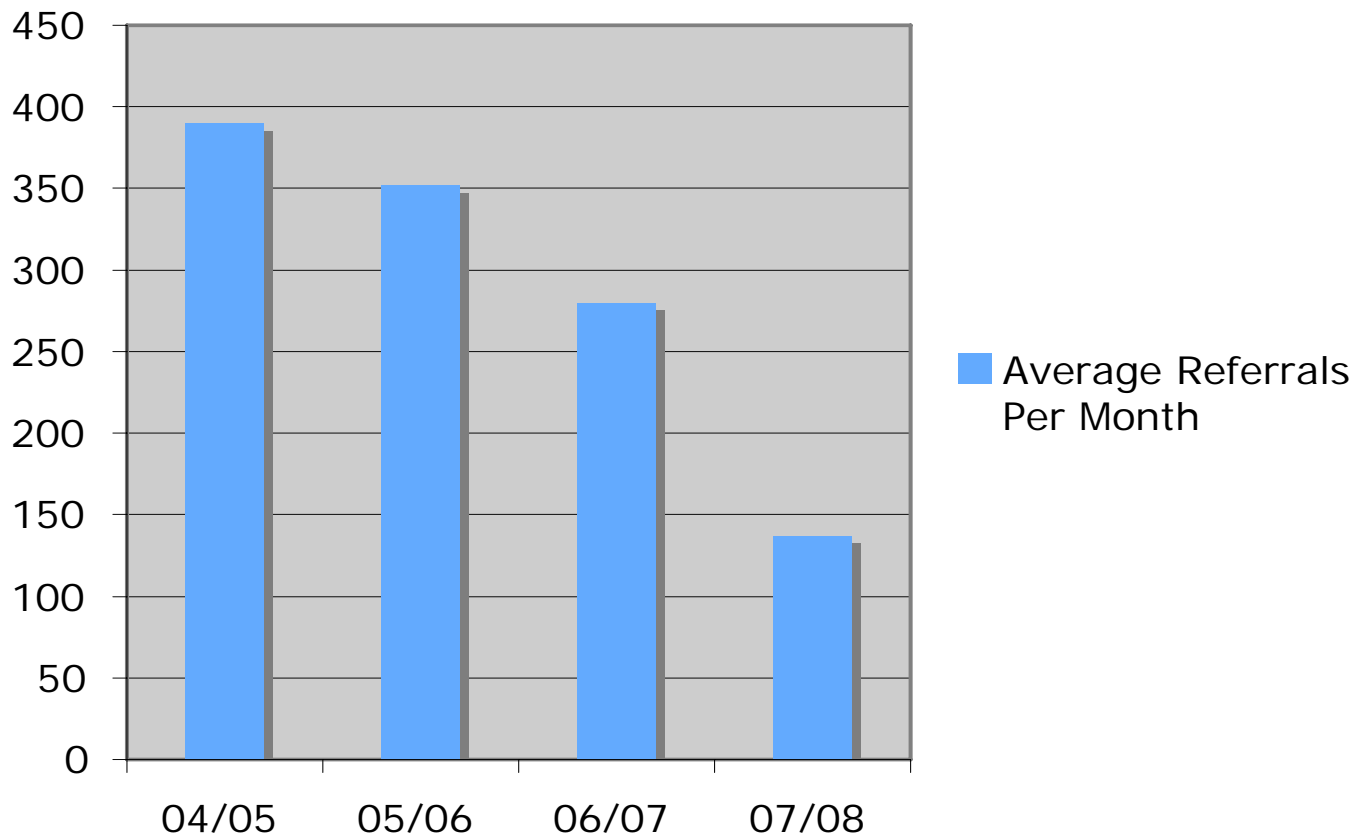
Support systems to address individual student needs.



5 BVEC schools

(~4 years SWIS & Monthly MBI/PBIS team meetings)

Office Discipline Referrals Per Month
(5 BVEC Schools MBI & SWIS)



MBI and BVEC CSCT Program

- 10 schools “high” implementation of MBI universals served by BVEC
- All 10 MBI schools using SWIS
- 4 of those 10 schools have been recognized by the state as MBI “Exemplar” award winners
- All 10 of those MBI schools have CSCT services
- BVEC CSCT philosophy and practices align closely with MBI
- Mental Health Program Administrator is also the MBI state assigned consultant for those 10 schools

School-Wide Systems for Student Success

Academic Systems

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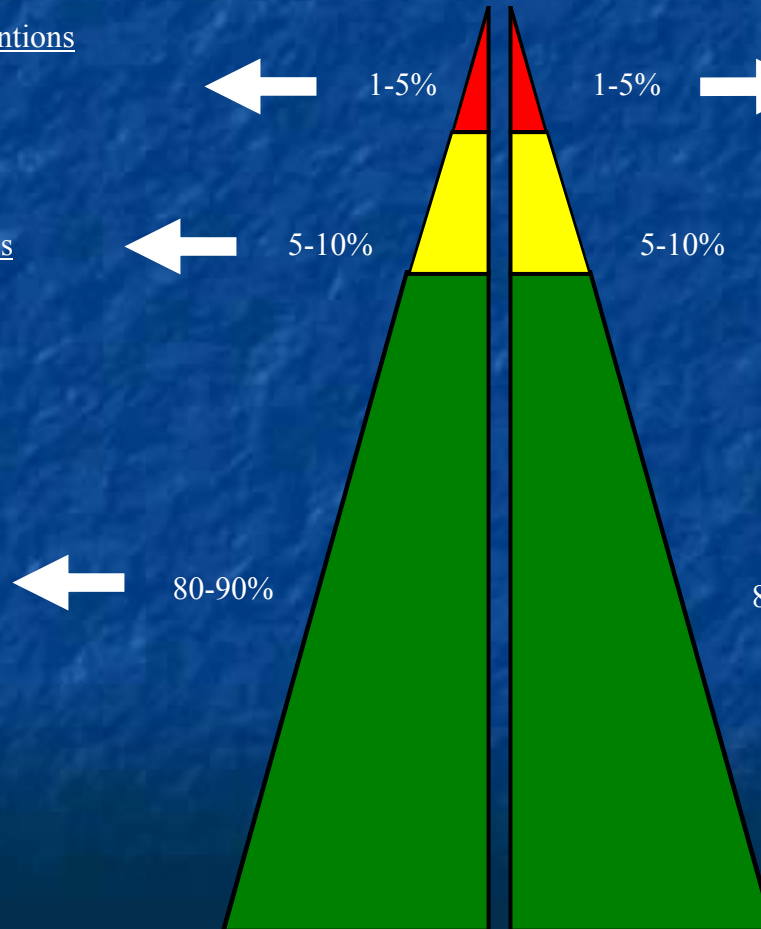
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Ways School-wide Positive Behavior Support increases effectiveness of School Based Mental Health

- More appropriate referrals
- Increased acceptance of positive, skills based approaches to behavior change
- Fluency with data based decision making
- Increased consistency between specialized environments and other school settings (Environments support behavior change)
- Increased teaming - consistent approaches and procedures (Social skills, FBA, behavior plans)
- Better support for students “stepping down” from intensive individualized services

Ways School-based Mental Health Program Increases effectiveness of School-wide Positive Behavior Support

- Additional resources for intensive services for high needs students in the schools
- Additional mental health and behavioral expertise in the schools
- Social skills instructional groups for targeted students
- Increased communication with families about PBS
- Increased reinforcement of school-wide behavior expectations for high needs students

BVEC CSCT

Evidence-based Practices

- Limited data on effective school based mental health interventions
- In a recent review of thousands of mental health initiatives, only 34 met reasonable standards of efficacy (Greenberg et al., 2001)
- Cognitive Behavioral Therapy has been demonstrated to be effective, particularly with depression and anxiety

Cognitive Behavioral Therapy

- Development of relationship and rapport building
- Assess client's perception of the problem and thoughts, feelings and actions that maintain it
- Identify individual strengths and resources
- Collaborate to develop an action plan while considering client's readiness to change
- Implement and test new coping skills
- Evaluate and revise as needed

Key Elements

BVEC therapy emphasis

- Abstract psychological concepts are “operationalized” - description of behavior/s
- Focus on measurable therapy goals and outcomes
- Emphasis on the relationship between cognitive factors and behavior
- Help clients develop, practice and generalize functional skills and behaviors that lead to a more healthy, higher quality of life

In Progress...

- Increasing training and clinical skills of therapists in cognitive behavioral therapy
- Hire therapists trained or willing to be trained in this approach
- Looking into elements of DBT
- Coordinate therapy and goals with behavior intervention planning

BVEC CSCT

Evidence-based Practices

- Social Skills Groups (We use *Skillstreaming*)
 - Specific skills
 - Teach, practice, feedback....
 - **Need to Help environments support new skills**
 - Communication with school staff & parents
 - Strategies for school staff and parents to cue and reinforce skills
 - Need maintenance and generalization strategies included in social skills curriculum (Carter & Sugai 1989)

BVEC CSCT

Evidence-based Practices

- Functional Behavior Assessment and Multi-element Behavior Support Planning
 - FBA is a method of gathering information about situational events that predict and maintain problem behavior.
 - A ***process*** for gathering information that can be used to maximize ***effectiveness*** and ***efficiency*** of behavioral support
 - Functional assessment is a process for ***looking at relationships*** between behavior and the environment.

FBA - Three Primary Outcomes:

- 1. *Observable and measurable description of the problem behavior/s***
- 2. *Identification of setting events or antecedents that *predict when the behavior will and will not occur (Likelihoods)****
- 3. *Identification of the consequences that maintain the problem behavior (Function).***

We want to better understand the behavior from the students perspective.

Individualized Positive Behavior Support

- Based on assessment (Individualized FBA)
- **Proactive - primary emphasis on prevention**
- Includes skill building - Teaching behavior
- Data based decision making - accountability/outcomes
- Try to make problem behaviors **unlikely and unnecessary** for the student

A Context for PBS

- Behavior support is the **redesign of environments**, not the redesign of individuals
 - Pay as much, or more, attention to what happens between problem behavior bouts as to what happens during instances of problem behavior. (Edward Carr)
- **Positive Behavior Support plans define changes in the behavior of those who will implement the plan.**

We are not going to “fix” mental illness with behavior intervention

- Behavior plans can, as part of comprehensive treatment:
 - Increase “success” by changing environments to create a better “fit”
 - Decrease “need” and likelihood to engage in problem behavior by teaching alternatives
 - Help generalize treatment progress to natural environments
 - Increase quality of life and opportunities for individuals with emotional and behavioral disturbance.

BVEC Positive Behavior Support Model

- 4 Areas or Elements of Support
 - Setting Event and Antecedent Strategies
 - Behavioral Skill Development/Instruction
 - Incentive Strategies (Direct Strategies) (Reinforcement/Consequences)
- Reactive Strategies - De-escalation, crises management & safety

BVEC Model largely adapted from IABA model and Crone & Horner model

Combined Support Example

Setting Event & Antecedent Supports	Behavior Skills (Alternatives)	Reinforcement/Consequences	De-escalation & crisis response
<p>Take Meds at school with office supervision</p> <p>Avoid criticizing or directly correcting him in front of peers</p>	<p>Request a short break in the hall or Responsibility room</p> <p>Skills program to increase coping with criticism and correction Š Using a hierarchy of role plays and practice then practice in real settings with staff support</p>	<p>Reinforcement schedule for not engaging in Anger outbursts /Tantrums Š Start with 1/2 day intervals</p>	<p>Change topic</p> <p>Give him some space</p> <p>Separate from peers if peers are involved</p> <p>Direct him to the hall or the responsibility room until he can calm down</p> <p>After he has calmed down provide private assistance with task</p>

Making Behavior Assessment & Intervention Realistic for School Based Teams

- Simplify and streamline - Focus on the basics
- Less time on initial assessment and more time on evaluation of response to interventions (data collection and use) - Its an ongoing evolving process - not THE PLAN
- Increase teaming (It's not a one person job)
- More flexible “continuum of service” (Level of behavior assessment and support = to level of need and response to intervention)

Overview of Team Process for BVEC Behavior Support

- Assessment - interviews, observations, review of information, etc - summarize into behavior pathway charts
- Use assessment info to brainstorm interventions for Antecedents, behavior skills, incentives/consequences, reactive strategies
- Select strategies for initial implementation
- Develop measurable short term and long term goals
- Develop evaluation/progress monitoring plan
- Continue to assess, modify and adjust

Forms largely adapted from ***Building Positive Behavior Support Systems In Schools: Functional Behavior Assessment - Crone & Horner***

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are needed to see this picture.

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Managing and Using Outcome Data (Progress Monitoring)

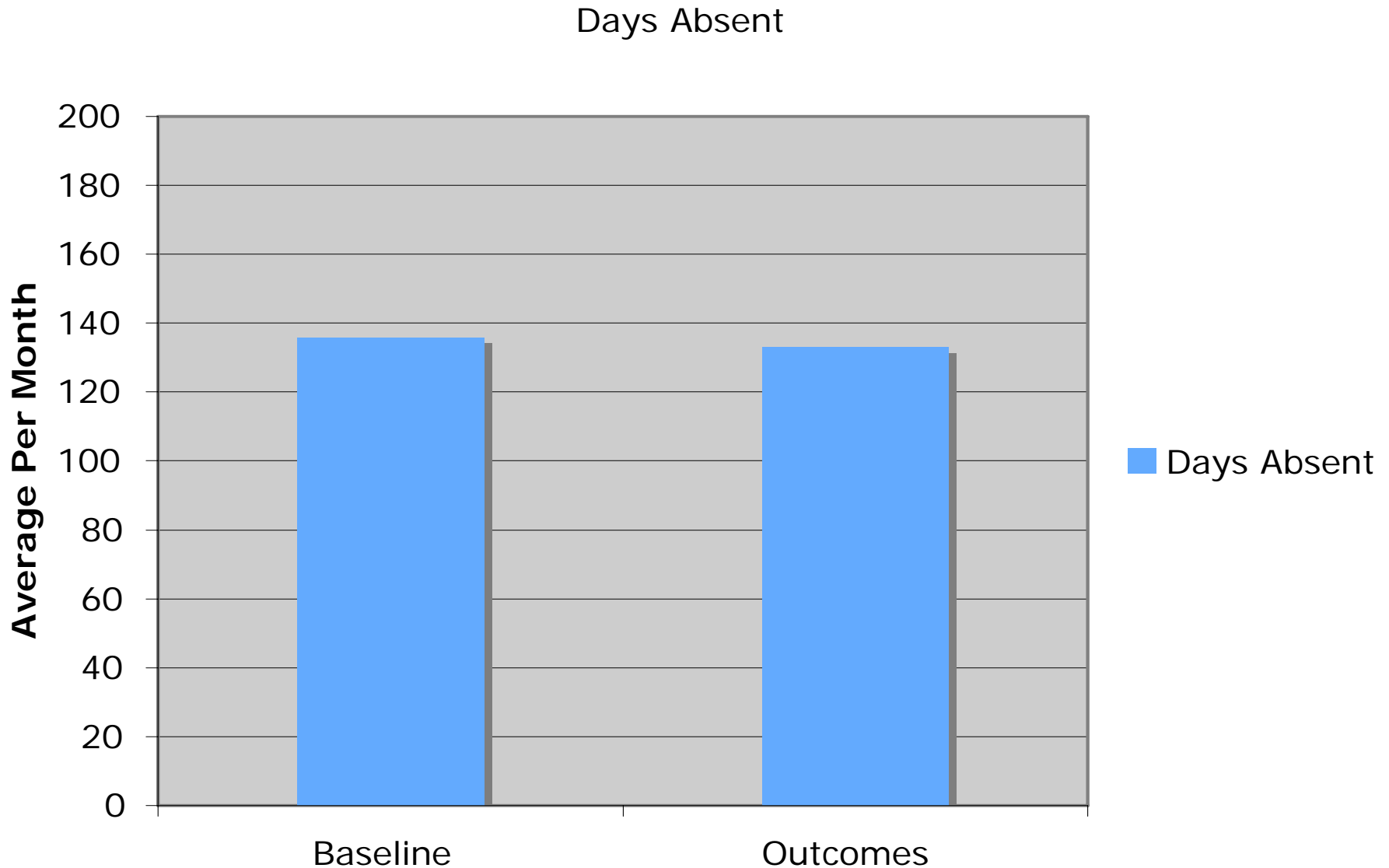
- General Program Outcome Requirements
- Individual Student Outcomes
- BVEC School-based Mental Health Data and Record Keeping System - *Big Sistah*

Montana CSCT Outcome Requirements

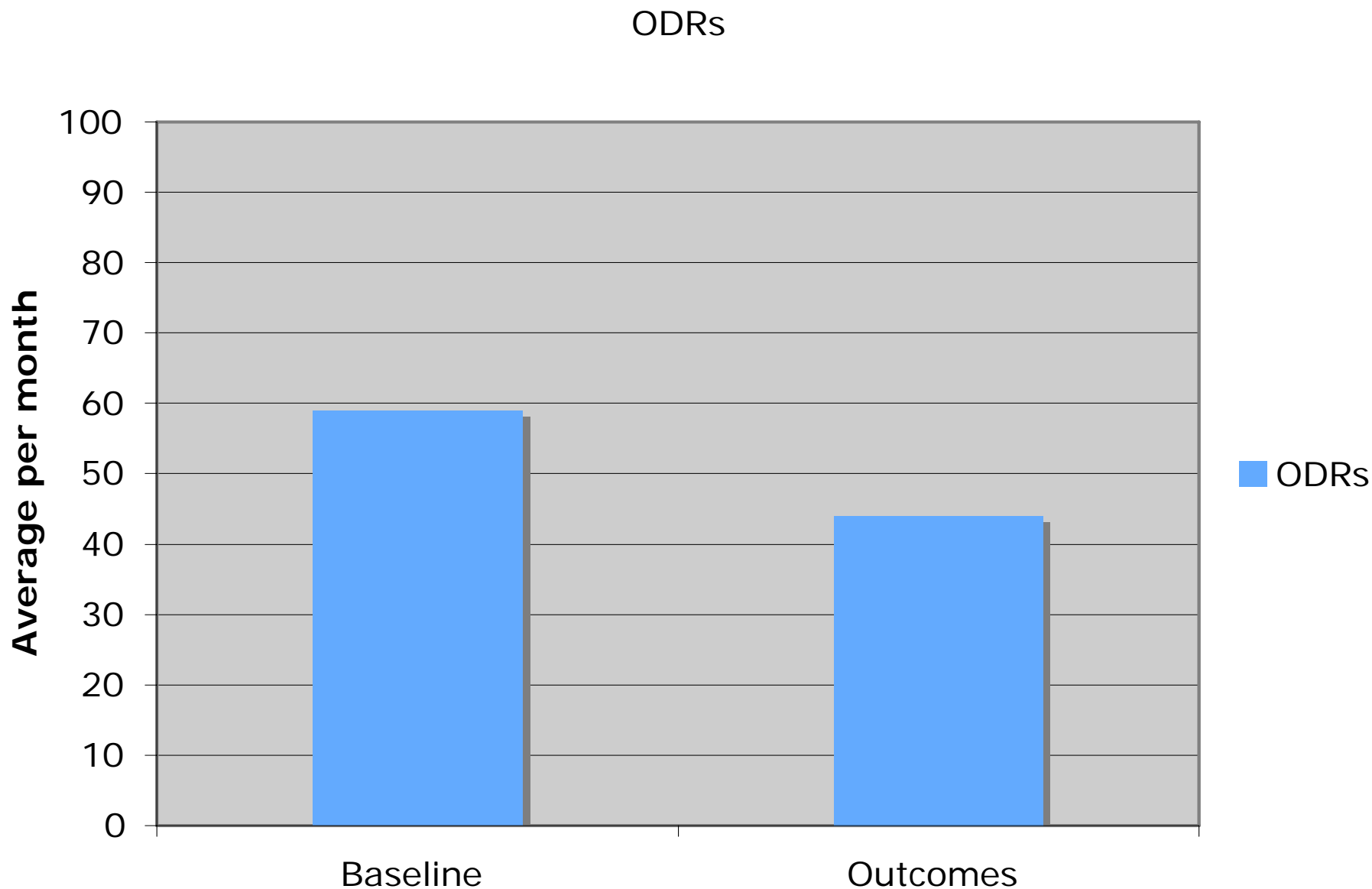
- Attendance
- Referrals to higher level of care
- Law enforcement involvement
- Office discipline referrals
- Target behavior individualized to client

Program data is shared with school administrators every 90 Days

Cumulative Data 07-08

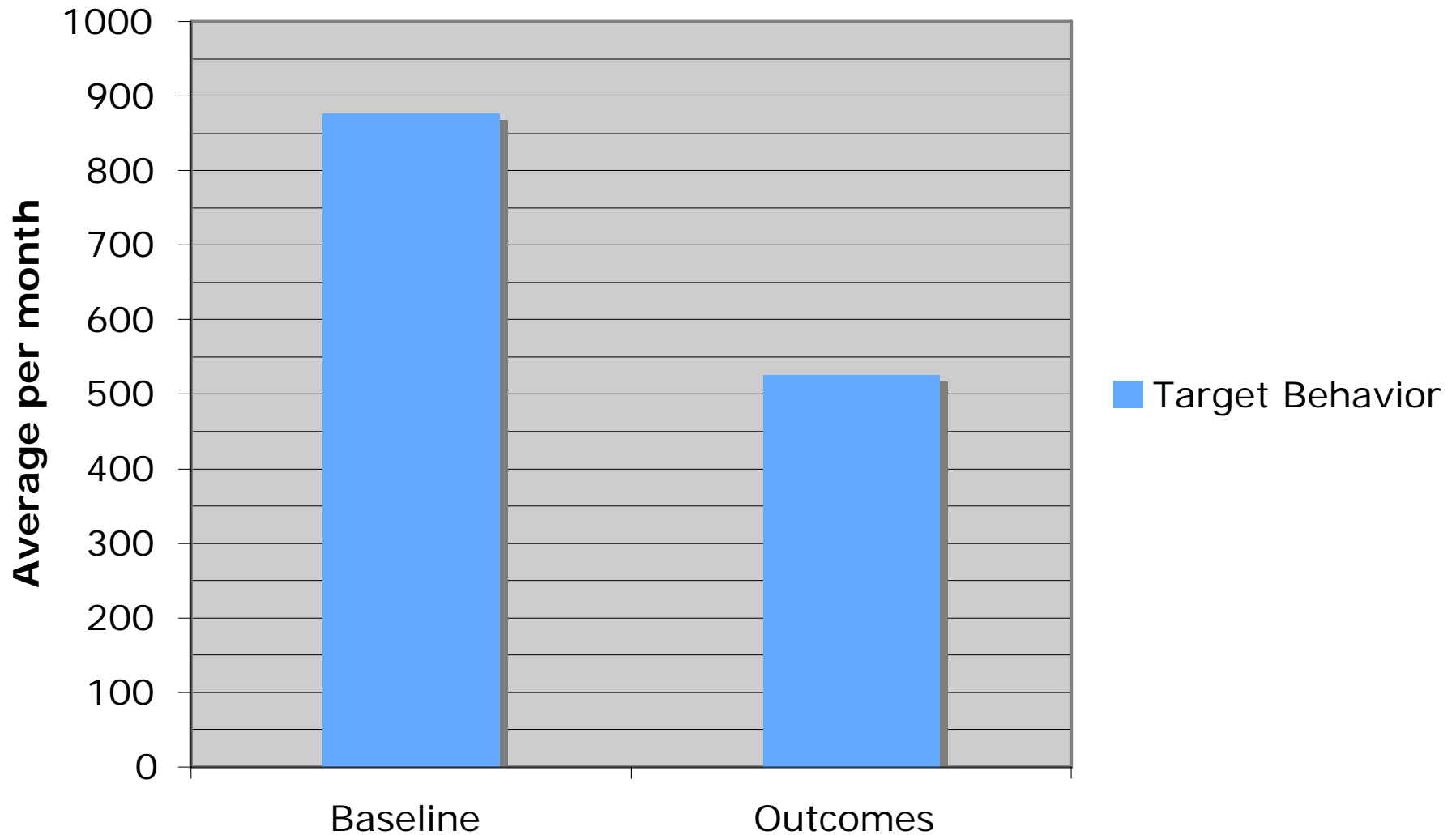


Cumulative Data



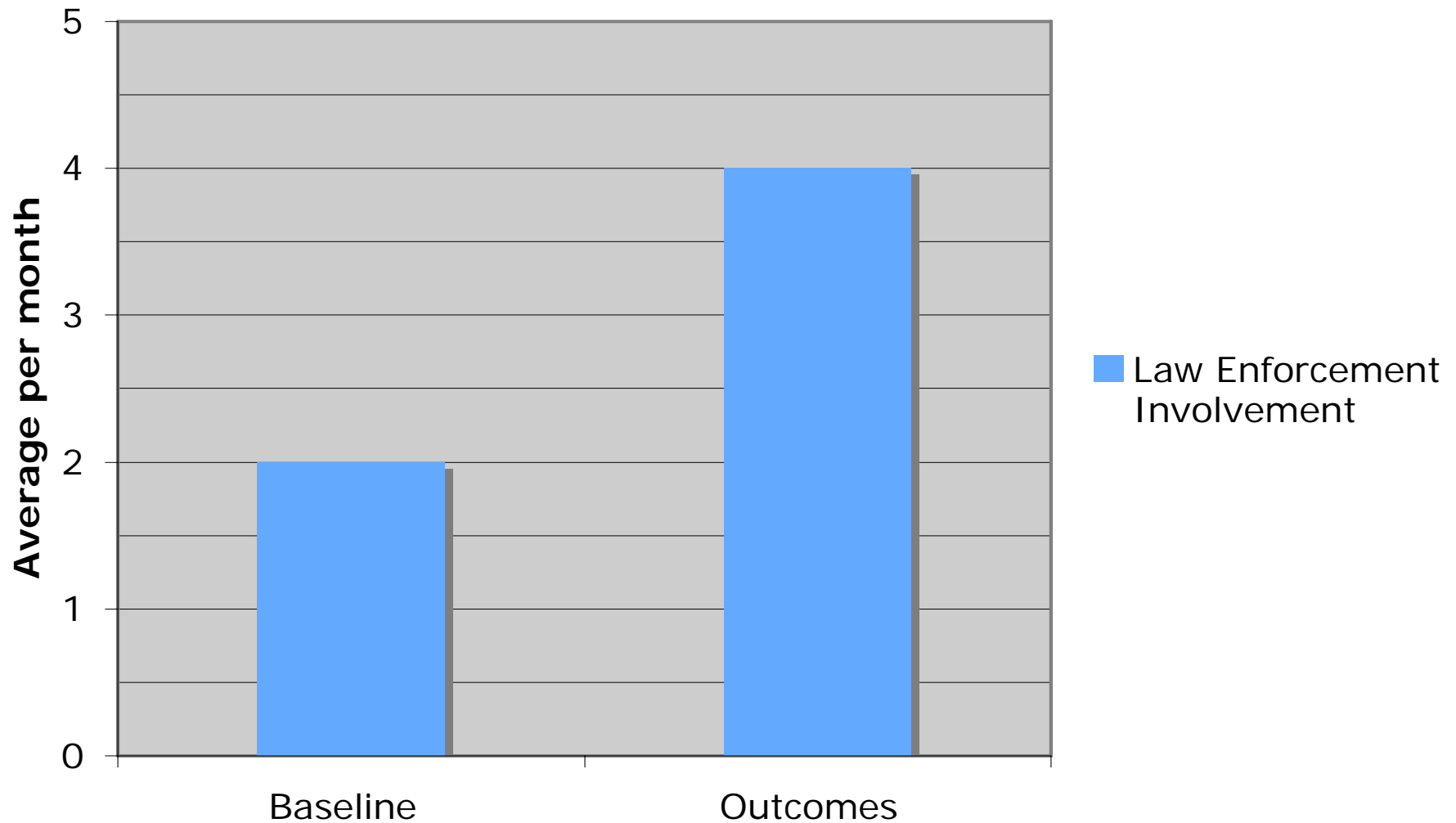
Cumulative Data

Target Behavior



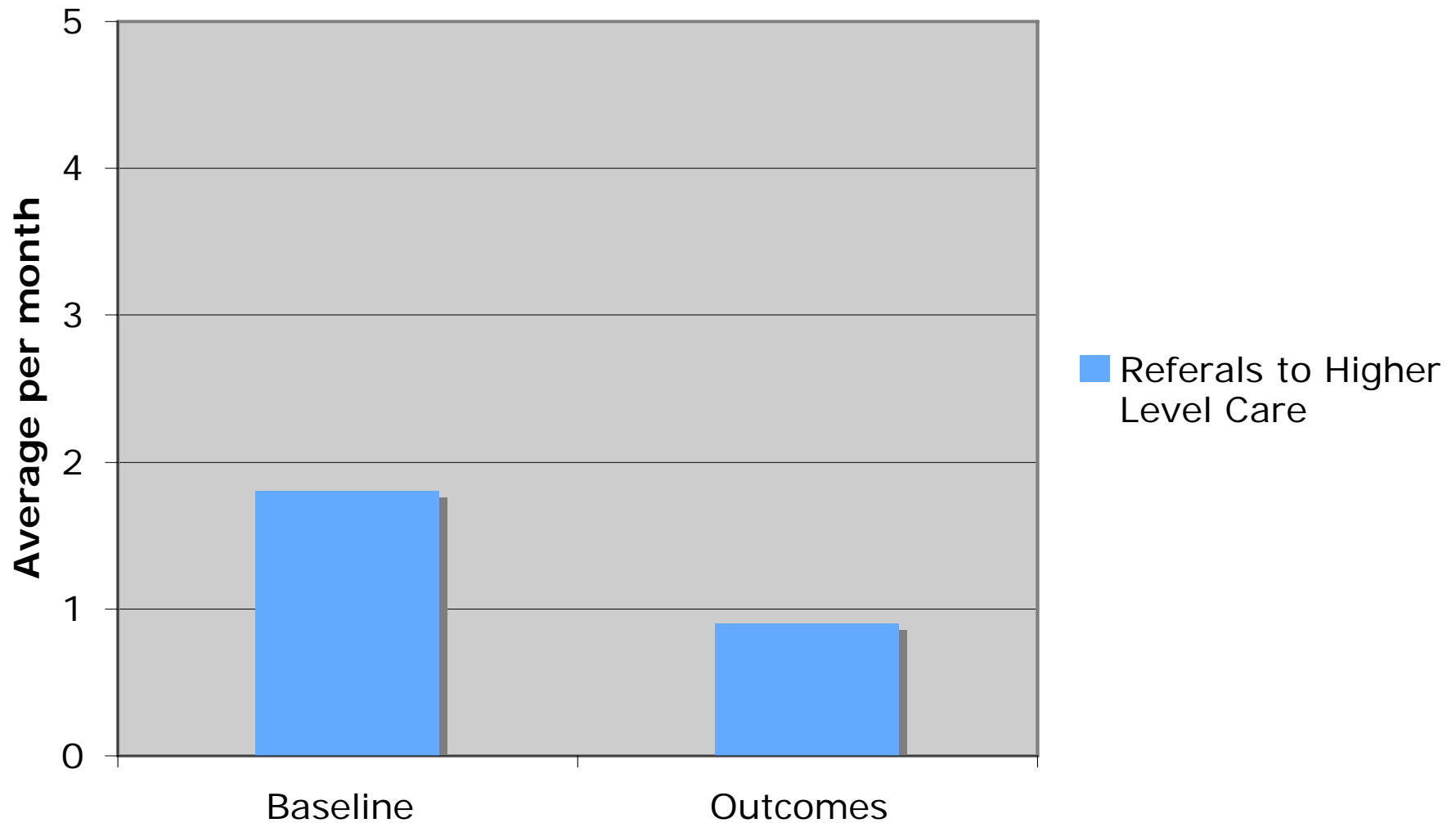
Cumulative Data

Law Enforcement Involvement



Cumulative Data

Referrals to Higher Level Care



“Big Sistah”

- Web based record system specifically designed for our program and regulations
- Mental Health Assessments, treatment plans, behavior assessments, behavior plans, progress notes, billing units & outcome data

“Big Sistah” Advantages

- Oversight / Support to staff - transparency
- Remote immediate access to file content
- Consistency of files
- Data collection
- Data Representation - Graphs
- Integration of information

[Big Sistah Demo](#)

Program Challenges

- Funding
- “Buy in” - Systems Change
- Training
- Consistency / Turnover
- Data collection
- Academic outcomes / mental health outcomes
- Time
- Crisis Response and Prevention
- Direct Service and Paperwork
- Multi-agency coordination

Web Resources & Acknowledgement

- <http://www.opi.mt.gov/mbi/index.html>
Montana Behavior Initiative
- <http://www.pbis.org>
Positive Behavior Interventions and Supports
- <http://www.iaba.com/>
Institute for Applied Behavior Analysis
- <http://bvec-mt.org>
Bitterroot Valley Education Cooperative

Other Resources

- Building Positive Behavior Support Systems in Schools: Functional Behavior Assessment - Crone & Horner
- Clinical Behavior Therapy - Goldfried & Davison
- Journal of Positive Behavior Interventions